INSTRUCTIONS FOR COMPLETING THE SCHOOL-TO-WORK PROGRESS MEASURES SURVEY COVERING THE PERIOD JULY 1, 1996–JUNE 30, 1997

School-to-Work Progress Measures are intended to describe implementation of the School-to-Work (STW) legislative components. The measures focus on issues that states and local partnerships have indicated that they wish to monitor now and after the expiration of the School-to-Work Opportunities Act.

The Progress Measures Survey was developed through a collaborative effort between the National School-to-Work Office and representatives of implementation states. This task force included representatives from Kentucky, Washington, New Jersey, Massachusetts, Michigan, Colorado, Maine, Oregon, Pennsylvania, and Alaska. Task force members, as grantees also, recognized the potential burden of this reporting. Accordingly, the task force took care to ensure that the information requested is largely available without undue burden and will be valuable to states and localities in monitoring the progress of implementation efforts.

The activities identified in the survey are broadly defined to accommodate a variety of opportunities. We believe that this will enable us to produce a broad view of STW implementation, and demonstrate progress over time. To provide a more common framework, selected definitions from the School-to-Work Glossary are provided in the "Instructions" accompanying this survey. The "Instructions" also provide descriptions and examples of the activities identified in the survey.

Completion of the Progress Measures Survey is entirely voluntary. However, we strongly encourage your participation. We realize that your partnership may not be able to answer every question. We ask for only a best effort. We have prepared detailed "Instructions" which will provide additional information about the survey which your state coordinator is distributing.

The survey should be completed by each local partnership funded by a state STW implementation grant and by each local partnership funded by a federal STW grant. Please return the Progress Measures Survey to your state STW coordinator by December 15, 1997.

Please type or print neatly.

> If you have any questions or need assistance,
> you may call Cathy Ramer at
> MPR Associates, Inc. at (510) 849-4942.

SCHOOLTO**WORK**
OPPORTUNITIES
U.S. DEPARTMENT OF EDUCATION ☆ U.S. DEPARTMENT OF LABOR

SCHOOL-TO-WORK LOCAL PARTNERSHIP BACKGROUND INFORMATION

Local Partnership Name _____

Your Name _____ Your Title _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Fax _____ Email _____

1) How is your local partnership funded?

　　a) By your state STW Office ☐

　　b) Direct grant from the National School-to-Work Office ☐

2) Is your partnership receiving an (check one)

　　a) Implementation grant ☐

　　b) Other ☐　 *(Describe)* _____

3) How long has your local partnership received any funding from your state STW Office, or directly from the National School-to-Work Office?

　　a) Less than six months ☐　　　　d) Two years ☐

　　b) Six months or more
　　　 but less than one year ☐　　　　f) Three years ☐

　　c) One year ☐　　　　　　　　　　g) Four years or more ☐

4) How would you describe the area your partnership serves?

　　a) Urban ☐

　　b) Suburban ☐

　　c) Rural ☐

　　d) Mixed ☐

I-A. PUBLIC SCHOOL STUDENTS IN YOUR LOCAL PARTNERSHIP

In each section of the table below please write the total number of public school students in your partnership. Please count each student only once. If you are not able to classify a student as being an elementary, middle, or secondary school student, please record those students in the "All Other Grade-Level Configurations" line and describe the type of configuration on the next page. **Count all students whether or not they are involved in school-to-work activities.**

Complete each line. Please enter zero (0) for none.

	Number of Public School Students
Elementary	_____
Middle/Junior High School	_____
Secondary (includes vocational-technical high schools, area vocational schools, and math/science academies, etc.)	_____
All Other Grade-Level Configurations (includes unified K–12 schools and ungraded)	_____
Total Number of Students in Your Partnership	_____

If you have identified any students in the "All Other Configurations" category, please fill out section I-B on the next page. Otherwise skip to section II.

I-B. ALL OTHER GRADE-LEVEL CONFIGURATIONS

If on the preceding page you identified any students in the "All Other Grade-Level Configurations" category, please use the table below to record the type of other configurations that occur in your partnership and the number of schools and students for each. For example, if you have an alternative school with grades K–9, you would record it as follows:

Example:

Other Configuration	Number of Schools	Number of Students
Alternative K–9	*1*	*200*

Other Configuration	Number of Schools	Number of Students

II. PARTICIPATION IN THE LOCAL PARTNERSHIP BY POSTSECONDARY INSTITUTIONS

How many postsecondary institutions are **involved** in your local school-to-work partnership?

Complete each line. Please enter zero (0) for none.

	Participating Number of Postsecondary Institutions
Public Postsecondary Institutions	
Two-year institutions	
Four-year institutions	
Other	
Private Postsecondary Institutions	
Two-year institutions	
Four-year institutions	
Other	
Private Career Schools	

III. PUBLIC ELEMENTARY SCHOOL STUDENT PARTICIPATION—CAREER AWARENESS ACTIVITIES

At the elementary school level, students may have opportunities to participate in a variety of CAREER AWARENESS ACTIVITIES that are designed to make students aware of the broad range of careers and/or occupations available in the world of work. The following table describes different activities that represent increasingly systematic and complex forms of career awareness activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many elementary schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Activity	Number of Public Elementary Schools	Don't Know
One-time events (e.g., field trips, speakers, films)	_____	(-1)
Significant career information influencing the delivery of curriculum (e.g., career fairs, curriculum units)	_____	(-1)
Integration (e.g., curriculum that allows students to see subject matter in an occupational context or involves using academic skills while learning about the occupational context)	_____	(-1)

Are there schools in which none of these activities occur?

Yes   **No**   *(Circle one.)*

If yes, how many schools?   _____

IV. PUBLIC MIDDLE/JUNIOR HIGH SCHOOL PARTICIPATION—CAREER EXPLORATION ACTIVITIES

At the middle/junior high school level, students may have opportunities to participate in a variety of CAREER EXPLORATION ACTIVITIES that are designed to provide some exposure to career options. The following table describes different activities that represent increasingly systematic and complex forms of these activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many public middle/junior high schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Activity	Number of Public Middle/Junior High Schools	Don't Know
Career self-exploration by students (e.g., using databases, resource centers, publications)	_____	(-1)
Teacher- or counselor-facilitated exploration (e.g., counseling, classroom curriculum with career awareness themes, or curriculum in which academics and work-related themes are integrated)	_____	(-1)
Structured exploration (e.g., creating individual learning plans for students which include career awareness development, job shadowing, mentoring, and career-related electives.)	_____	(-1)

Are there schools in which none of these activities occur?

Yes   **No**   *(Circle one.)*

If yes, how many schools?   _____

V. Characteristics of Public Secondary School Students in the Partnership

Please provide data about the characteristics of all public secondary school students in your local partnership. **Count all students whether or not they are involved in school-to-work activities.**

If none of the information requested is available, check ☐ and skip to Section VI.

Complete each line. Please enter zero (0) for none.

Student Characteristics	All Public Secondary School Students
Gender	
Male	_____
Female	_____
Race/ethnicity	
White, not of Hispanic origin (W)	_____
Black, not of Hispanic origin (B)	_____
Hispanic (H)	_____
Asian or Pacific Islander (A/PI)	_____
American Indian or Alaskan Native (NAM)	_____
Other	_____
Disability	_____
Free/Reduced-Price Lunch Eligible	
Yes	_____
No	_____
Limited English Proficiency (LEP)	_____
Academically Talented	_____

VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES

Part A: Number of Public Schools and Public School Students Participating

At the secondary school level, students may have opportunities to participate in a variety of SCHOOL-BASED LEARNING ACTIVITIES that connect classroom instruction directly to work. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity? Schools and students may be counted in more than one activity.

Please provide demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

PART A
PARTICIPATING PUBLIC SECONDARY SCHOOLS AND STUDENTS

Activity	Number of Schools	Number of Students	Don't Know
Academic curriculum is enhanced with references to the world of work (e.g., math teacher uses occupation-related examples in teaching geometry)			(-1)
Academic and work-related curriculum are integrated (e.g., introducing more academics into career preparation courses, programs organized around career majors)			(-1)
Work-based learning experiences are connected to integrated curriculum (e.g., students participate in internship related to their career cluster)			(-1)

Are there schools in which none of these activities occur?

Yes   **No**   *(Circle one.)*

If yes, how many schools? _____ and how many students? _____

Part B of this question continues on the following page

VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES—CONTINUED

Part B: Characteristics of Participating Students

If you are not able to provide this information, please check ☐ and skip to question VII.

Complete each line. Please enter zero (0) for none.

**PART B:
CHARACTERISTICS OF PARTICIPATING STUDENTS**

Activity	Gender		Race/ethnicity*					
	M	F	W	B	H	A/PI	NAM	Other
Academic curriculum is enhanced with references to the world of work	——	——	——	——	——	——	——	——
Academic and career preparation curriculum are integrated	——	——	——	——	——	——	——	——
Work-based learning experiences are connected to integrated curriculum	——	——	——	——	——	——	——	——

*See page 7 for definitions.

VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES—CONTINUED

Part B: Characteristics of Participating Students

If you are not able to provide this information, please check ☐ and skip to question VII.

Complete each line. Please enter zero (0) for none.

PART B:
CHARACTERISTICS OF PARTICIPATING STUDENTS

Activity	Free/Reduced-Price Lunch Eligible		LEP	Disability	Academically talented
	Y	N			
Academic curriculum is enhanced with references to the world of work	_____	_____	_____	_____	_____
Academic and career preparation curriculum are integrated	_____	_____	_____	_____	_____
Work-based learning experiences are connected to integrated curriculum	_____	_____	_____	_____	_____

VII. Public Secondary School Participation—Work-Based Learning

Part A: Number of Public Schools and Public School Students Participating

At the high school level, students may have opportunities to participate in a variety of WORK-BASED LEARNING ACTIVITIES that allow them to observe and participate in work and employment preparation. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity below? Include both paid and unpaid positions. Schools and students may be counted in more than one activity.

Please provide the demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Part A
Participating Public Secondary Schools and Students

Activity	Number of Schools	Number of Students	Don't Know
Work-based job shadowing			(-1)
Work-based mentoring			(-1)
Internships			(-1)
Youth/Pre-apprenticeships			(-1)
Registered apprenticeships			(-1)
Cooperative Education (Co-Op)			(-1)
School-Based Enterprise (SBE)/ Community Service/Service Learning			(-1)

Are there schools in which none of these activities occur?

Yes   **No**   *(Circle one.)*

If yes, how many schools? _____ and how many students? _____

Part B of this question continues on the following page

Part B: Characteristics of Participating Public School Students

If you are not able to provide this information, please check ☐ and skip to question VIII.

Complete each line. Please enter (0) for none.

**PART B
CHARACTERISTICS OF PARTICIPATING PUBLIC SCHOOL STUDENTS**

Activity	Gender		Race/ethnicity*					
	M	F	W	B	H	A/PI	NAM	Other
Work-based job shadowing	___	___	___	___	___	___	___	___
Work-based mentoring	___	___	___	___	___	___	___	___
Internships	___	___	___	___	___	___	___	___
Youth/Pre-apprenticeships	___	___	___	___	___	___	___	___
Registered apprenticeships	___	___	___	___	___	___	___	___
Cooperative Education (Co-Op)	___	___	___	___	___	___	___	___
School-Based Enterprise (SBE)/ Community Service/ Service Learning	___	___	___	___	___	___	___	___

*See page 7 for definitions.

VII. PUBLIC SECONDARY SCHOOL PARTICIPATION—WORK-BASED LEARNING— CONTINUED

Part B: Characteristics of Participating Public School Students

If you are not able to provide this information, please check ☐ and skip to question VIII.

Complete each line. Please enter (0) for none.

PART B
CHARACTERISTICS OF PARTICIPATING PUBLIC SCHOOL STUDENTS

Activity	Free/Reduced-Price Lunch Eligible		LEP	Disability	Academically talented
	Y	N			
Work-based job shadowing	_____	_____	_____	_____	_____
Work-based mentoring	_____	_____	_____	_____	_____
Internships	_____	_____	_____	_____	_____
Youth/Pre-apprenticeships					
Registered apprenticeships	_____	_____	_____	_____	_____
Cooperative Education (Co-Op)	_____	_____	_____	_____	_____
School-Based Enterprise (SBE)/ Community Service/ Service Learning	_____	_____	_____	_____	_____

VIII. EMPLOYER PARTICIPATION IN YOUR LOCAL SCHOOL-TO-WORK PARTNERSHIP

In each of the following questions, please describe employer participation by size of business establishment: small (0–49 employees); medium (50–499 employees); or large (500 or more employees). If you do not know, please list it under "Unknown size." Questions one through five pertain only to private sector employers. Questions 6 and 7 pertain to public and non-profit employer participation.

1) Number of private business establishments participating

How many private business establishments, by size, are participating in your partnership? We *wish* to know the number participating, NOT the total number of businesses in the area. Participation may include attending meetings, offering work-site opportunities, contributing money or in-kind goods and services, etc. If a business has more than one site, please count each site that is participating.

Small (0–49 employees) _____

Medium (50–499 employees) _____

Large (500 or more employees) _____

Unknown size _____

2) Number of private business establishments offering work-based learning positions

How many private business establishments, by size, offer work-based learning positions to students? If a single business offers work-based learning experiences at more than one site, please report the number of sites.

Small (0–49 employees) _____

Medium (50–499 employees) _____

Large (500 or more employees) _____

Unknown size _____

3) Number of positions available (slots) at private business establishments

How many student work-based learning positions in private business establishments, by size, are available in your partnership? If a position is available to more than one student during the reporting period, please count that position more than once. For example, if during this reporting period, a business offered a month-long internship position once in January and once in April, you would count this position twice.

Small (0–49 employees) _____

Medium (50–499 employees) _____

Large (500 or more employees) _____

Unknown size _____

4) **Number of private business establishments offering teacher internship positions**

How many businesses, by size, offer teacher internship positions? If a single employer offers teacher internships at more than one site, please report the number of sites.

Small (0–49 employees) _____

Medium (50–499 employees) _____

Large (500 or more employees) _____

Unknown size _____

5) **Number of teacher internship positions**

How many teacher internship positions in private business establishments, by size, are available in your partnership? If an internship is available to more than one teacher during the reporting period, please count that position more than once. For example, if during this reporting period, a business offered a month-long internship position once in January and once in April, you would count this position twice.

Small (0–49 employees) _____

Medium (50–499 employees) _____

Large (500 or more employees) _____

Unknown size _____

6) **Number of public and non-profit sector employers participating**

How many public and non-profit sector employers offer work-based learning positions in your partnership? If the employer has more than one site, please count each site that is participating.

_____

7) **Number of positions available from public and non-profit employers**

How many positions are available from public and non-profit employers in your partnership? If a position is available to more than one student during the reporting period, please count that position more than once. For example, if during this reporting period, an employer offered a month-long internship position once in January and once in April, you would count this position twice.

_____

IX. Public Secondary School Graduation and Immediate Postsecondary Transition

If you do not know the graduation rates for any public secondary school in your partnership, please check. ☐

If you do not know the postsecondary transition rates for any public secondary school in your partnership, please check. ☐

For the most recent year for which data are available, what was the secondary school graduation rate at each public secondary school in your local partnership? If there is more than one secondary school in your local partnership, please enter each school on a separate line below. If you need additional space, please use the reverse side of this form.

States and school districts have different bases upon which they calculate secondary school graduation and immediate postsecondary transition rates.

Please use the prevailing definitions and note those definitions in the space provided below.

Public Secondary School Name	Graduation Rate	For Which Year	Postsecondary Transition	For Which Year
_____	_____ %	_____	_____ %	_____
_____	_____ %	_____	_____ %	_____
_____	_____ %	_____	_____ %	_____
_____	_____ %	_____	_____ %	_____
_____	_____ %	_____	_____ %	_____
_____	_____ %	_____	_____ %	_____

IX. PUBLIC SECONDARY SCHOOL GRADUATION AND IMMEDIATE POSTSECONDARY TRANSITION—CONTINUED

Public Secondary School Name	Graduation Rate	For Which Year	Postsecondary Transition	For Which Year
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
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	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	
	%		%	

X. FUNDING

The questions below all pertain to the period from July 1, 1996–June 30, 1997. Complete each line. Please enter zero (0) for none. If you do not know the response to a question, please circle the (-1) in the "Don't Know" column.

A. Estimate the amount of funding your partnership received other than funding received under the School-to-Work Opportunities Act from your state or the federal government:

Public sources
(e.g., schools, county, city agencies, etc.) _____ Don't Know ___(-1)___

Private sources
(e.g., businesses, individuals, etc.) _____ Don't Know ___(-1)___

B Estimate the dollar value of the *in-kind contributions* your partnership received. In-kind contributions might include dedicated staff, provisions of office space, equipment, supplies, or expertise.

Public sources
(e.g., schools, county, city agencies, etc.) _____ Don't Know ___(-1)___

Private sources
(e.g., businesses, individuals, etc.) _____ Don't Know ___(-1)___

Please describe these contributions in the box below.